DOCUMENT RESUME

ED 310 880 PS 018 302

AUTHOR Pickle, Barbara
TITLE Increasing Safety Awareness of Preschoolers through a Safety Education Program.
PUB DATE 89
NOTE 44p.; Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Curriculum Development; Parent Education; *Pedestrian Traffic; *Poisons; *Preschool Children; Preschool Education; Program Effectiveness; Program Implementation; *Safety; Workshops
IDENTIFIERS *Traffic Behavior; *Water Safety

ABSTRACT

A preschool director designed and implemented a classroom safety curriculum plan to increase the safety knowledge of preschool children. Implemented for 10 weeks, the plan consisted of classroom lessons, hands on practice, and activities for music, art, and language development. Parent education articles were sent home to reinforce what the children were doing in school. A workshop was designed for camp counselors and was implemented during camp orientation. Observations and discussions with children, teachers, and camp counselors indicated a favorable change in the children's knowledge and application in all three safety areas: pedestrian safety, poison safety, and water safety. Related materials are provided in 17 appendices. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED310880

Increasing Safety Awareness of Preschoolers Through a Safety Education Program

by

Barbara Pickle
Cohart XXXI

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Barbara Pickle
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Practicum Report Presented to the National
Master's Program for Child Care Administrators
in Partial Fulfillment of the Requirements
for the degree of Master of Science

Nova University 1989

PS 018 000

BEST COPY AVAILABLE

THE POTOMAC COUNTRY DAY SCHOOL
2899 Potomac Road
Boca Raton, Florida 33431-5507

Administration
(407) 994-8400
Admissions
(407) 994-6662

May 25, 1989.

Nova University,
Center for the Advancement of Education,
3301 College Avenue,
Fort Lauderdale, Fl. 33314.

TO WHOM IT MAY CONCERN

This is to verify that Barbara Pickle has conducted her practicum Increasing Safety Awareness of Preschoolers Through a Safety Education Program in the preschool classroom at Potomac Country Day School. Mrs. Pickle implemented her plans and collected data as her practicum proposed. It was a pleasure to have Mrs. Pickle work with the class.

Sincerely yours,

Martha Stoker

Martha Stoker,
Principal.

NOVA UNIVERSITY
CENTER FOR THE ADVANCEMENT OF EDUCATION
3301 College Avenue
Fort Lauderdale, Florida 33314

VERIFICATION FORM

Verification of Practicum Activity

Dear Verifier:

Practicum students in Nova's Master's Program for Child Care Administrators are asked to provide field-based verification that the project activities reported in their final practicum documents took place as described. You have been designated verifier to fulfill this confirmation function by the student named below. On this form, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate, nor make judgments about the quality of the project.)

Practicum Title: Increasing Safety Awareness of Preschoolers Through a Safety Education Program

Student's Name: Barbara Pickle

Cohort: XXXI Date: 5/30/89

Verifier's Name: MARTHA STOKER Martha Stoker
(please print ----------and sign)

Verifier's position: Principal, Potomac Country Day School

Address: 2899 Potomac Road

Boca Raton Fl. 33431
City State Zip

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

June 10, 1989
Date

Barbara Pickle
Signature of Student

Abstract

A Curriculum Plan to Increase Knowledge and Application of Safety Education in the Preschool Classroom. Pickle, Barbara, 1989: Practicum Report Nova University, Masters' Program for Child Care Administrators.
Discriptors: Preschool / Safety / Safety Education / Crossing Streets / Traffic Safety / Safety Patrol / Poisons / Poisonous Plants / Poisonous Plants in South Florida / Water Safety / Lake Danger / Swimming Pool Safety

The children in the half day preschool class demonstrated a lack of safety information and application in pedestrian safety, poison safety and water safety. As the children use a greater part of the 120 acre campus, the streets, plants and numerous lakes on the property present a real problem.

The author designed and implemented a classroom safety curriculum plan to increase the safety knowledge of preschoolers. The curriculum plan was implemented for ten weeks. The plan consisted of classroom lessons, hands on practice and activities for music, art and language development. Parent education articles were sent home to reinforce what the children were doing in school. A workshop was designed for camp counselors and was implemented during camp orientation.

Observations and discussions with children, teachers and camp counselors indicated a favorable change in the children's knowledge and application in all three safety areas. Appendices include sample questionaires, parent handouts and childrens projects.

Table of Contents

Page

Authorship Statement i

Abstract ii

Chapter .....

1. Introduction and Background 1

2. Study of the Problem 3

Problem Definition 3

Evidence 3

Analysis of Cause 4

Relationship to the Literature 4

3. Goals and Objectives 6

Goals and Objectives 6

Evaluation Methods 6

4. Solution Strategies 8

Information Collection 8

Solution Strategy 9

Implementation Plan 9

5. Results, Conclusions and Results 13

References 17

Appendix 18

A. Interview Questions/ Children 20

B. Interview Questions/ Teachers 21

C. Fingerplays 22

D. Poison Article and Check List 23

E. Coalition Article 24

F. Review Questions/ Crossing Streets 25

G. Stop Sign 26

H. Letter to Parents 27

I. Collage Car Shapes 28

J. Traffic Light Bingo 29

K. Finger Jello Receipe 30

L. Poison Skit 31

M. Poison Collage 33

N. Water Safety Rules 34

O. Cruise Invitation 35

P. Workshop 36

Q. Review Questions/ Poisons 37

Chapter 1

BACKGROUND

School Setting

The school is a small, private, fully accredited and on a 120 acre College Campus. The focus is the enrichment and education of students from prekindergarten through twelfth grade. The Middle and Upper Division have been in operation for fourteen years. The Lower Division was started in 1987. There are 45 prekindergarten children in the school. The classes have sixteen children per class with a teacher and an assistant. In the summer there are approximately 250 prekindergarten children who are staffed by twenty four counselors.

The writer has been involved in several areas of the school. Last year as Director of the Preschool, primary responsibility included setting up the program, which included ordering all supplies, budget, admissions, writing policy and hiring and supervision of staff. As Director of Admissions this year the job's main focus has been directed to admissions of students, marketing, testing incoming students and serving as a team member of the Administrative Council. The Council consists of the Headmaster, Dean of Students, Lower School Principal, Upper/Middle School Principal and Director of Admissions. Weekly meetings are held to discuss student problems, school management and policy changes. The Headmaster has final say on all changes to be

made, but this is always done with input from the Administrative Council.

All the children from the preschoolers at school to the large Preschool camp use the acreage of the campus. The 120 acres include about five lakes, a canal, several wooded areas and a street or driveway that cuts through the center of the campus. During the school months there are approximately 1,200 college students also using the campus. The children used in implementation of this practicum are in the half day preschool class. There are sixteen children in the group and their age range is from three years old to five years old. They all come to school five mornings a week. There is a teacher and an assistant in the class.

Chapter 2

STUDY OF THE PROBLEM

Problem Definition

The Preschool class of three, four and five year old children had a lack of safety knowledge of pedestrian safety, poison safety and water safety.

Evidence

As stated in the introduction our campus is very large and young children use most of it with supervision. The writer had taken several walking trips with a group of preschoolers. Each time as we walked from area to area, the writer was concerned about the general safety of the group of children crossing the street. Although always accompanied by two adults, the children had little knowledge as to what to do as they approached the street. Stopping was not one of the first things they did. Also on walks the children picked up plant parts, berries and leaves. Picking the berries off the bushes was an activity they enjoyed. The writer's observation of this group of children showed they had little concern for the lakes and ponds. There biggest fear was the alligator, who surely lived in the lake, but rarely did they express knowledge of the simple rules of water safety.

Along with observation, documentation of the problem was done with a questionnaire (Appendix A:) for children. This discussion took place at group time. Children seemed to have a general knowledge of

pool safety and crossing the street, but very little knowledge of poisons and what they should put in their mouth. An interview sheet (Appendix B:) was given to the teachers in the class. They felt more information on safety would be good for them and the children.

Analysis of Cause

The primary reason the problem existed is the young age of the children. They do not have the knowledge or the ability developmentally to understand the total safety problem. This age group still needs the overall protection of adults, however much can be done as an introduction to build good safety habits. Another area of concern is the lack of time the children spend walking or outside with parents. They tend to be driven every where, rarely getting the opportunity to cross streets with parents. They are usually in a car or the protected environment of the home, so very little parent/child education takes place. The current curriculum for the preschoolers has a small but scattered amount of safety education. Much more should be done on a regular basis in the classroom and follow through into the elementary grades is important.

Relationship to the Literature

There have been many articles written that deal with safety for preschool children. The result of the computer search showed two studies of preschool safety, which were very interesting. Can Preschool Children Learn Safety Skills Clark & Simmon (1986) is an eighteen page

report presented at an annual Head Start Conference. Another study was Reducing the Risk of Pedestrian Accidents to Preschoolers by Parent Training and Symbolic Modeling Embry and Malfetti (1980). These studies included control groups and testing experimental groups of preschoolers over a period of time. Both groups showed a favorable increase in safety information and application. Both studies involved parents. The remaining bibliographic research contained primarily curriculum ideas and plans with the idea that increased safety information would reduce accidents. The studies showed it was not enough to provide only classroom education, but parent involvement was part of the learning process.

Chapter 3

GOALS AND OBJECTIVES

Goal

The goal of the practicum was to increase the safety information and application of a preschool class in the area of pedestrian safety, poison safety and water safety.

Objectives

Over a period of ten weeks preschool children have improved their knowledge and application of traffic safety as evidenced by discussion and observation.

Over a period of ten weeks the preschool class did improve stopping at the street on a walk as evidenced by observation.

Over a period of ten weeks the preschool children can recognize common poisons and understand Florida has poisonous plants as evidenced by discussion, observation, review and verbal testing.

Over a period of ten weeks preschool children did improve their knowledge of water safety as evidenced by discussion and verbal testing.

Over a period of ten weeks teachers improved their knowledge of traffic safety, water safety and poison safety as evidenced by discussion and observation.

Evaluation Methods

The writer and the teachers in the preschool classroom did the evaluation. The teachers filled out the questionnaire (Appendix B:) regarding their knowledge on safety matters. The children were asked questions (Appendix A :) by the author in a discussion period. As implementation of the practicum preceded, review of the material

through discussions with the children took place each session. This was an effective way of evaluation and reinforcement. The parent poison check sheet was sent home and children were asked the next week how many parents had gone over the list with the children. Approximately one half of the children said their parents did the poison safety check. The most effective tool of evaluation was through observation. As the children took a walk around campus there was a definite improvement in how the children approached the street. Observing the children in the classroom and outside, reviewing material on a daily basis and having discussions with the children about safety all proved to be effective evaluation tools to use with preschoolers.

Chapter 4

SOLUTION STRATEGY

Information Collection

Studies have been documenting the need for Preschool safety. A Safe Kids Coalition, coordinated by the Safety Council of Palm Beach Inc. was formed in January. This coalition was formed after much documentation of need. (Appendix E:) Clarke and Simmons (1986) did a study of the effect of safety education through game like safety lessons over a two month period. Embry and Malfetti (1980) did a study with thirteen preschool children in which they taught parents how to teach their children about pedestrian safety. The children were also read story books about traffic safety at school. The writer found many curriculum based reports that were useful in the development of the practicum. National Safety Town Center, Cleveland, Ohio provides a model where children learn safety lessons through actual participation in a Safety Town. Safety Town is a preschool education safety program where children can practice what they learn through a simulated town with cross walks and traffic lights. This is reinforced by classroom sessions. This method has good results. It is a two week program. Each day there is a review of the previous day. In connection with Safety Town, Dorothy Chlad has written a series of Preschool Safety books to be used in the classroom. Ready Set Grow, Health Education for Three-Five Year Olds Peterson (1984) has behavior objectives, background information, and

lists of resources for activities for children. This curriculum based paper has many ideas for hands on teaching of safety to young children. Teaching Guide for the Traffic Signal Light Program Kindergarten Level, Maryland State Department of Education (1973) provides children's traffic safety skills and knowledge. Safety concepts are taught through art, music, math, pegboards, reading, physical education and science activities.

Solution Stratagy

The writer used a combination of the strategies taken from each of the literature research to develop a plan for preschool safety education. Activities, art projects, books to be read, parent education articles and hands on practice was provided by the writer and teacher in the classroom. Evaluation was done by the writer.

Implementation Plan

A. Week 1

1. Material was gathered for the ten week implementation plan. Materials such as construction paper, glue, paint, puppets, pencils, and paper pads were put in resource room. Items for the creative corners were also gathered; hats, telephones, life jackets, towels, sunglasses, pill bottles, toy cash register and play money.

2. An area was cleared for the materials to be stored in the resource room. As implementation preceded and ideas were expanded, materials were added to the resource room.

B. Week 2

1. The writer introduced crossing the street with the children. This was done at group time. Questions were discussed. (Appendix F:) Fingerplays were done with the children. The writer used the three marked on Appendix. (Appendix C:) The children went to work in Centers and at the art table made stop signs. (Appendix G:) The parent education article on fingerplays was sent home. (Appendix C:) The writer wrote a letter to the parents so they would have a better idea what their children were doing in class. (Appendix H:)

2. The teachers arranged the Housekeeping Corner into a Police Station complete with a desk, hats, telephone, pencils, paper for tickets, and boxes for police cars and signs. Small cars and trucks were put in the block area. Safety sign puzzles were put on the puzzle table.

C. Week 3

1. The writer reviewed all the material about crossing the street with the children. (Appendix F:) This review took place every day as it is an important part of reinforcement and evaluation. When I Cross the Street, by Dorothy Chlad was read to the children, a discussion of the book followed. Fingerplays, Stop Look and Listen and Safety (Appendix C:) were done with the group of children several times.

   The children were dismissed to Centers. The art table activity consisted of car shapes and wheels to glue on paper. (Appendix I:)

2. Black and red paint was put at the easel. The teachers precut large stop signs for the children to paint. Teddy Bear Matching Game was put at another table, with a teacher helping the children play.

D. Week 4

1. Police Officer Tom visited the class. He answered the usual questions about guns, bad guys, and what he did as a police officer. The children were then dismissed to Centers. The writer took a small group at a time and practiced crossing a simulated crosswalk and street made with tape on the floor. During storytime Police Officers A to Z by Jean Johnson was read to the children and discussed. All of the pedestrian safety rules were reviewed.

   The teachers played the Hokey Pokey game with the children during the week. This reinforced following directions. Traffic Light Bingo (Appendix J:) was put at a table and a teacher helped the children play. A listening game where everyone closed their eyes and the teacher rang a bell, clapped her hands, etc. was played at circle time. A variety of different sounds can be used with this game. It builds auditory awareness and developes listening skills.

E. Week 5

1. The writer reviewed all pedestrian safety rules with the children. Fingerplays, Stop Look and Listen and Safety were done after the review.

   The writer, teachers and children took a walk on the Campus to practice all the safety rules on crossing the street. Rules were reinforced verbally as the children approached the street. The writer spent time observing how the children and teachers approached the streets.

2. Red finger jello (Appendix K:) was made during Center time in the classroom. Each child had a turn to measure or pour or stir the jello. The writer could not find a cookie cutter shaped like a stop sign. A cut out shape piece of cardboard in the shape of a stop sign was used. It worked fairly well, but took a lot of teacher assistance. The cookie cutter would have worked much better for this age. At the art table the children made collages of paper traffic signs. This activity did not take teacher assistance so it went well with the above activity.

F. Week 6

1. Poison safety was introduced. The writer talked with the children about household items that were not safe to eat. Real props of unsafe items were used in the discussion. Pill bottles, cleaning solutions, suntan lotions, etc. were some of the props used.

   The children were dismissed to Center. A small group started to cut items from a magazine that were not good to eat. The writer stayed at this table as this took a lot of help. The article on poison and the poison check list was sent home to the parents. (Appendix D:)

2. The teachers turned the housekeeping corner in to a pharmacy. A toy cash register, white coat, pill bottles, prescription pads, and pens were put in the pharmacy. Play dough was made with the children. Each child helped measure and stir. The play dough was used in the pharmacy and quickly became pills and medicine for medicine bottles. The children were cautioned not to put the dough in their mouths. The teachers discussed at group time what goes in your mouth, such as food,who gives you medicine, etc.

G. Week 7

1. Poison Makes You Sick by Dorothy Chlad was read to the children. The writer discussed the book with the children after it was read. A review of all areas of poison was conducted. (Appendix Q:) The writer could not get a Pharmacist to come to school. This would have been a nice addition to week on poisons.

2. The teachers talked about poisonous Florida plants with the children. Several pictures of the plants were put on the science table.

H. Week 8

1. A poison skit was done with puppets by the writer. (Appendix L:) There was a review of all poison rules.

2. The teachers put the puppets out for the children to use. The magazine items cut out by the children, with some added by the writer were put on the table to make a collage. (Appendix M:)

I. Week 9

1. The writer introduced water safety to the children by discussing water safety rules. (Appendix N:)

   A walk was taken to look at the pool and the lakes on campus. Water safety and rules were talked about at the pool and lake. After the children returned to the classroom a review was held.

2. A change was made from the proposal in the creative dramatics area. The original idea was to have a beach in the housekeeping area. The teacher thought a ship or boat would be a great idea. So the housekeeping area became the " Good Ship Lollypop" complete with galley, life jackets and fishing poles. Water was put in one water table with plastic sail boats. Sand was put in the second water table.

   A farewell cruise was planned for parents.(Appendix O:) The children sang several songs, played musical instruments to "The Good Ship Lolipop" and participated in a discussion about water safety. Refreshments were served that the children made, popcorn, brownies and cut up fruit. It was a marvelous last sail!

   A change had to be made in the timing of the evaluation. Evaluation was moved up to Week 9. Evaluation was made through discussion and observation. A questionnaire form for children was filled out. (Appendix A :)

J. Week 10

1. A problem occured in the timing of the ten week implementation schedule and the childrens last day of school. As the majority of these children attend the camp at the school, the writer designed and implemented a workshop for counselors during camp orientation. The workshop was designed to cover the three areas of safety education covered with the children, crossing the street, poisons and water safety. (Appendix P :)

Chapter 5

Results, Conclusions, and Recommendations

The ten weeks of implementing a safety education curriculum for three, four and five year old children did increase their knowledge, awareness and application of pedestrian safety, poison safety and water safety. Each child was able to contribute more during the discussion period on safety and seemed to have a better general understanding of the safety rules.

The children were able to discuss crossing the street. They verbalized how important it was to stop when you came to a street. The children were able to identify the colors in the traffic light and had a good understanding of what each signal meant. The children were able to identify simple traffic signs and the writer observed them using a stop sign in the creative corner Police Station. One child held the sign and said "stop", then told the child "you always stop your feet at a street." The children learned finger plays and enjoyed saying them. They were able to discuss the book When I Cross the Street by D. Chlad and seemed to understand the basic concepts in it.

The writer observed the children as they took a walk and approached the street. There was less fooling around and the children walked in a straighter line as they approached the street. The majority of the children stopped at the street. There were two that continued walking, however they were quickly reminded by the rest of the children to stop.

There was definitely a new awareness on the part of the group and the individuals in how to cross the street.

The children demonstrated that they knew what to put in their mouths and what not to put in mouth. Much conversaion took place about poisons. The children understood and could discuss the book Poisons Make You Sick, D. Chlad. The creative corner Pharmacy was a great success and many discussions about not taking pills took place. The children realized Florida had poisonous plants. They could not identify them, but did learn and understand not to put berries or plants in their mouth. The concept to eat only food was generally understood by all the children.

The children were able to come up with reasonable water safety rules in our discussion. I feel this is an area Florida children hear more about at home. The Preschoolers did increase their knowledge through discussion. The "Good Ship Lolipop" provided hands on experience in wearing a life jacket.

The teachers increased their awareness of every aspect of safety education. As so much of the art work and creative dramatics were part of the safety curriculum, the teachers were able to spend time on a individual basis with each child talking and emphasizing the safety lesson. The writer observed that the general attitude of the teachers changed and more emphasis was put on teaching safety education.

The goal of the workshop for the camp counselors was to provide safety information to increase their knowledge and to be able to use the curriculum with the children. This was added to the practicum because of the timing of the school closing. The counselors asked questions, talked

about the safety topics and seemed to gain additional knowledge of crossing the street and water safety. Several of the preschool counselors and kindergarten counselors are going to incorporate the ideas from the curriculum into the camp program.

The writer feels the objectives were met. It was exciting watching preschool children work with hands on safety lessons. At this age level the knowledge is short lived and takes daily reinforcement. It is also important to have many different types of activities for this age child. If the curriculum would have only included classroom discussions or the teacher talking to the children, the writer feels the learning would not have been as great. Safety Town, Cleveland , Ohio has had twenty years of experience teaching safety education to preschoolers. The Safety Town curriculum is totally based on hands on and involvement in learning. The goals of the writer were also met with a variety of activities for the children, a daily review of the materials, constant reinforcement and providing resources for teachers and counselors.

The writer recommends the following for the use of the safety curriculum.

1. Implementation should be done on a day to day basis for two weeks. Ten weeks is to spread out for this curriculum for three and four year olds.
2. The props and hand on activities are all very important for this age and need to be keep in as part of the curriculum.
3. All teachers need to use teachable moments for reinforcing safety education.
4. It is not enough to use safety curriculum only in the preschool. Safety curriculumm needs to continue in the Lower grades. This curriculum could be expanded for Lower grades.

The curriculum will be used in camp this summer. The school was closed permanently as of June. The writer will continue to work with young children and will find many opportunities to use a safety education program. The curriculum plan was shared with the camp councelors. They were very enthusiastic about it. They plan on using the curriculum in the Preschool camp this summer.

REFERENCES

Chlad, Dorothy. National Safety Town Curriculum Guide. Cleveland, Ohio: Library of Congress Catologing in Publication Data, 1964

Clark, E. Audrey and Robert A. Simmons. Can Preschool Children Learn Safety Skills? National Head Start Association Conference, Portland, Oregan, 1986

Embry, Dennis and James Malfetti. The Effects of Storybooks on Preschoolers' Outdoor Play or "Never Put Your Feet in the Street". Kansas Research Instution for the Early Childhood Education of the Handicapped, Lawrence, Kansas, 1980

Embry, Dennis and James Malfetti. Reducing the Risk of Pedestrian Accidents to Preschoolers by Parent Training and Symbolic Modeling for Children. Kansas Research Institution for the Early Childhood Education of the Handicapped, Lawrence, Kansas, 1980

Maryland State Department of Education, Baltimore, Maryland, Teaching Guide for the Traffic Signal Light Program. 1973

Peterson, Paula J. Ready, Set, Grow Health Education for 3-5 Year Olds. Saint Paul Division of Health, 1984

Cleveland Poison Control Center, Cleveland, Ohio Poison Skit for Preschoolers. 1976

Appendix

Interview Questions/ Children	Appendix A
Interview Questions/ Teachers	Appendix B
Fingerplays	Appendix C
Poison Article and Checklist	Appendix D
Coalition Article	Appendix E
Review Questions/ Crossing Street	Appendix F
Stop Sign	Appendix G
Letter to Parents	Appendix H
Collage Car Shapes	Appendix I
Traffic Light Bingo	Appendix J
Finger Jello	Appendix K
Poison Skit	Appendix L
Poison Collage	Appendix M
Water Safety Rules	Appendix N
Cruise Invitation	Appendix O
Workshop	Appendix P
Review Questions/ Poison	Appendix Q

INTERVEIW QUESTIONS FOR CHILDREN
(Done in a group)

1. Do you swimm by your self or all alone?

2. Why isn't it a good idea to swim alone?

3. Should you run around a pool? why not?

4. Does anyone know the first thing you must do when you come to a street? Then what?

5. Where is it safe to play?

6. How do you cross the street? do you run? Why not?

7. What do Police Officers do?

8. How do they help us?

9. Tell me some good rules to have when you are around lakes and ponds?

10. Who should give you medicine?

11. Do we drink everything we see thats in a bottle, even if it is pink and pretty? why not?

12. Are there poisonous plants in Florida?

13. Do you pick berries off trees and bushes?

14. What should we put in our mouth?

15. Would you like me to come back and read stories and talk more about safety?

INTERVEIW QUESTIONS FOR TEACHERS

1. Do you feel you are knowledgable in the following areas of safety education?

   water safety

   traffic safety (crossing streets)

   poison and medicine safety

2. Do you feel your children are knowledgable in the following areas of safety education?

   how to cross a street

   safety rules around lakes and ponds

   pool safety

   poison safety

   medicine safety

3. Is safety education incorporated in the Preschool and Kindergarten curriculum?

4. Do you feel the children need additional lessons and work on safety education?

5. Are you interested in additional resources for safety education?

   books

   film strips

   activities for art/creative

   games

   songs and movement activities

   in service training

POEMS .....

At The Curb

At the curb
before I cross
I stop my running feet.
I look both ways
to left and right
before I cross the street.

Stop, Look and Listen

Stop, look and listen
before you cross the street.
Use your eyes, use your ears
and then you use your feet.

Watch The Light

Watch the light
watch the light
RED means STOP.
Watch the light
watch the light
YELLOW means WAIT.
Watch the light
watch the light
GREEN means GO.

Safety

RED says STOP
and GREEN says GO
YELLOW says WAIT
you better go slow.
When I reach a crossing place
to left and right I turn my face.
I walk not run across the street
and use my head to guide my feet.

Red, Yellow, Green

YELLOW means be careful
GREEN says we may go
but RED is most important
it says STOP, you know.

SONGS.....

Riding In The Car (Kemper Ins. Booklet)

When we're riding in the car
we never bother Mom or Dad.
We sit back with seat belts on
that makes them very glad.
Drivers have a busy job
to drive so carefully.
We can get there safe and sound
and see the scenery.

Playing (Kemper Ins. Booklet)

When I play with hoop or cart
or bounce my rubber ball.
I never run into the street
or cross the walk at all
Streets are made for motor cars
and not for girls and boys.
So I stay in my own yard
and play there with my toys..

Bikes (Kemper Ins. Booklet)

Riding bikes is lots of fun
for a little one like me.
When I play on the sidewalk
it's very safe for me.
But in the street I'll never go
at morning, noon or night.
For cars are coming when I
think there's not a car in sight.

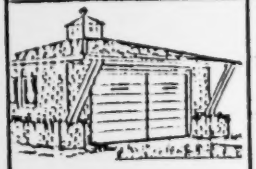
Fire

Fire, Fire, Fire, Fire
Hear the siren blowing
Fire, Fire, Fire, Fire
See the firemen going
Climb the ladder
Squirt the hose
With a SH, SH, SH
Out the fire goes.

Remember Your Name

Remember your name, address and telephone number, too
and if someday you lose your way, you'll know just what to do.
Walk to that nice policeman, the very first one you see
and simply say I've lost my way and cannot find my street.
But I know my name, address and telephone number, too
and he'll be kind and help you find the loved ones that wait for you.

HOME CHECKLIST

		YES	NO
KITCHEN	1. No household products under the sink?		
	2. Medicines off counters and window sills?		
	3. Drain cleaners and furniture polishes out of reach?		
	4. Food and household products kept separately?		
BATHROOM	5. All medicines in a safe place?		
	6. Old medicines discarded regularly?		
	7. All safety closures secured properly?		
	8. Always read labels before using?		
	9. Bathroom vanity free of harmful products?		
	10. No beauty supplies on window sills or ledges?		
BEDROOM	11. Medicines kept off dressers and bedside tables?		
	12. All perfumes and cosmetics out of reach?		
	13. No flaking paint chips on window sills and woodwork?		
	14. No flaking paint chips on crib and playpen?		
LAUNDRY BASEMENT	15. Soaps, detergents, and cleaners up high?		
	16. Disinfectants and deodorizers on high shelf?		
 GARAGE	17. Carefully read instructions on bug sprays and pesticides?		
	18. Insecticides, weed killers, and fertilizers up high?		
	19. Gasoline and anti-freeze stored safely?		
	20. Paint thinner in original container, not in pop bottle?		
SCORE	19–20 – EXCELLENT - Stay Alert 16–18 – GOOD - But Keep Trying 10–15 – ROOM FOR IMPROVEMENT 0– 9 – ASKING FOR TROUBLE ONE POINT for EACH "YES"		

FIRST AID FOR POISONING

EYE CONTACT OR SKIN CONTACT:
Flush thoroughly with water for at least 15 minutes.

POISONOUS GASES — Remove victim from fume exposure. In so doing be sure to minimize your exposure to the fumes. If patient is not breathing, start artificial respiration immediately. Do not stop until victim is breathing or help arrives.

CALL YOUR POISON CENTER OR PHYSICIAN PROMPTLY

SWALLOWED POISONS:

If patient is unconscious or having symptoms of poisoning:
- Transport to nearest medical facility. (If you drive, have someone else attend the patient.)
- Bring with you container(s) of the substance(s) involved.
- If vomiting occurred, bring the vomitus.

If patient is conscious:
- Get medical advice promptly.
- Dilute the poison by giving patient at least one 8 oz. glass of water.
- Induce vomiting (only on medical advice) BUT NOT IF patient is: unconscious or in a coma
  having seizures
  the swallowed poison is a corrosive such as drain cleaner, lye, acid. In this case give liquids.

To induce vomiting (only on medical advice):
- Give one (1) tablespoonful (one-half ounce) of Syrup of Ipecac (for patient one year or older) followed by one 8 oz. glass water. If vomiting does not occur in 15 minutes the dose may be repeated only once. Place patient in spanking position when vomiting begins.

If patient has swallowed kerosene, gasoline or other petroleum distillate, the physician or poison center may advise vomiting. Do so only if directed.

CALL FOR HELP PROMPTLY

1-800-282-3171
Poison Control Center Phone

_____
Rescue Squad Phone

_____
Physician's Home Phone

_____
Physician's Office Phone

BE SURE TO HAVE 1 OZ. SYRUP OF IPECAC IN YOUR HOME
(To be used only on medical advice)

Coalition's fair calls attention to children's safety

By ROSE BOCCIO
Staff Writer

A child in a car is safer with a seat belt on than in the arms of an adult.

A non-blistering burn should be treated initially with cold water, not butter or oil.

Children under 4 can choke on small objects as well as certain foods, such as hot dogs, nuts and popcorn.

The Safe Kids Coalition, formed in January, wants parents and children to know these facts and many more, in an effort to avoid preventable injuries.

The coalition has scheduled a Safe Kids Fair for Friday at Lake Lytal Park, 3645 Gun Club Road, from 9 a.m. to 1 p.m.

The event is the highlight of National Safe Kids Week, which ends on Sunday.

Coordinated by the Safety Council of Palm Beach County Inc., and Palm Beach County Division of Emergency Medical Services, the coalition was developed "to create awareness of the childhood injury problem. It's an epidemic," said Donna Bryan, director of marketing for the Safety Council. "We want to spread prevention knowledge."

The fair is one way to do just that.

Children can learn prevention and emergency skills from booths that will be set up by more than 25 organizations and hospitals, such as American Red Cross, Boca Raton Community Hospital, Students Against Driving Drunk, and YMCA of Palm Beach County.

Booths will deal with the five major risk areas targeted by the Safe Kids campaign: traffic accidents, including bicycles and pedestrians; drowning; burns/scalds; falls; and poisonings/choking.

According to the National Coalition to Prevent Childhood Injury, nearly 8,000 children were killed and 50,000 permanently disabled by preventable injuries in 1987.

Bryan said in Palm Beach County 19 children — 15 years or younger — died as a result of preventable accidents during 1988.

The breakdown includes three deaths because of burns, one as a result of choking, six drownings and nine traffic fatalities — four as passengers in a vehicle, three on bicycles and two pedestrians.

Special attention will be given to bike safety awareness and bike helmet usage on Friday, Bryan said.

Demonstrations also will be made by Palm Beach County Fire-Rescue's Jaws of Life and their puppet show on drowning and water safety; and a Ronald McDonald safety show.

The Palm Beach Sheriff's Office will present the K-9 Unit, the Talking Volkswagen and the Mounted Patrol.

On Saturday, a Water Safety-/Drowning Prevention program is scheduled at Royal Inn Pool in the Village of Royal Palm Beach. Running from 10 a.m. to noon, the event is being sponsored by Palms West Hospital, the American Red Cross and Palm Beach County Fire-Rescue.

The Safety Council also is offering a nationally distributed booklet, *Safe Kids are No Accidents*, which contains the facts about accident prevention and safety tips for children.

For further information about the Safe Kids events or booklet, call Brian Hanley at 697-4070 or Donna Bryan at 471-0040.

Ouestions for review for crossing the street.

1. Does anyone know the first thing you do when you come to a street?

2. Do you run across the street? Why not?

3. What is a crosswalk?
   stop sign?
   street?
   traffic light?

4. Where do we look before we cross the street?

5. Where do we play?

6. What do Police Officers do?

7. How do they help us?

8. Lets say our finger plays about crossing the street.

9. How should we behave in parking lots?

ART ACTIVITY

Each child cut out a stop sign, chose the precut letters for stop and taped on a stick holder.

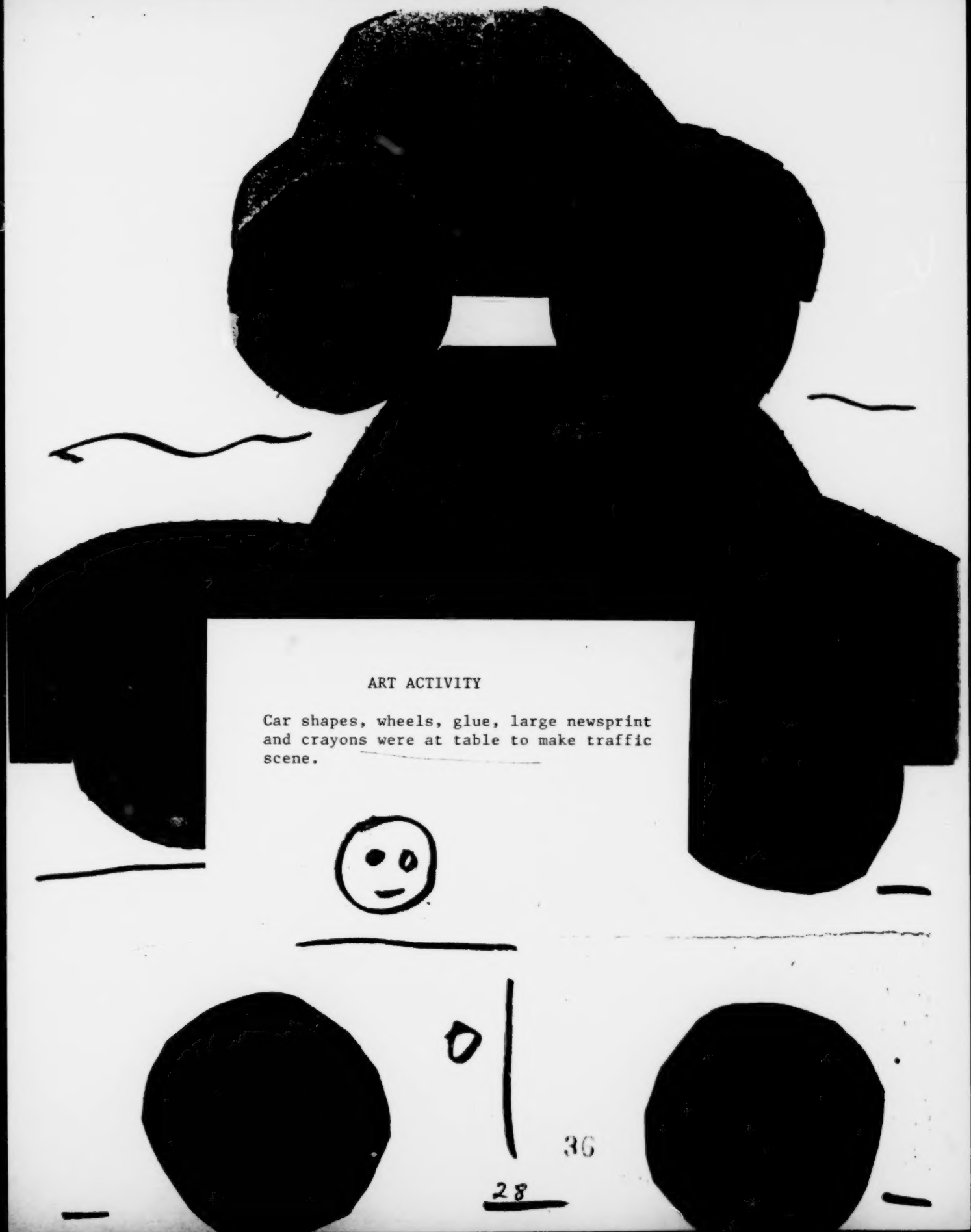
MEMO!

Dear Parents,

Today we talked to the children about street safety. We emphasized, they were to young to cross the street by themselves. We did talk about a few good safety rules with the children.

1. Streets are for cars! Children must never play in the street.
2. When crossing the street the first thing you do is STOP your feet, look both ways and over your shoulder for turning cars and walk quickly across the street.
3. Play ball away from the street. If a ball should roll into the street, never run after it, get an adult to get it.
4. We talked about crosswalks, stop signs and traffic lights.

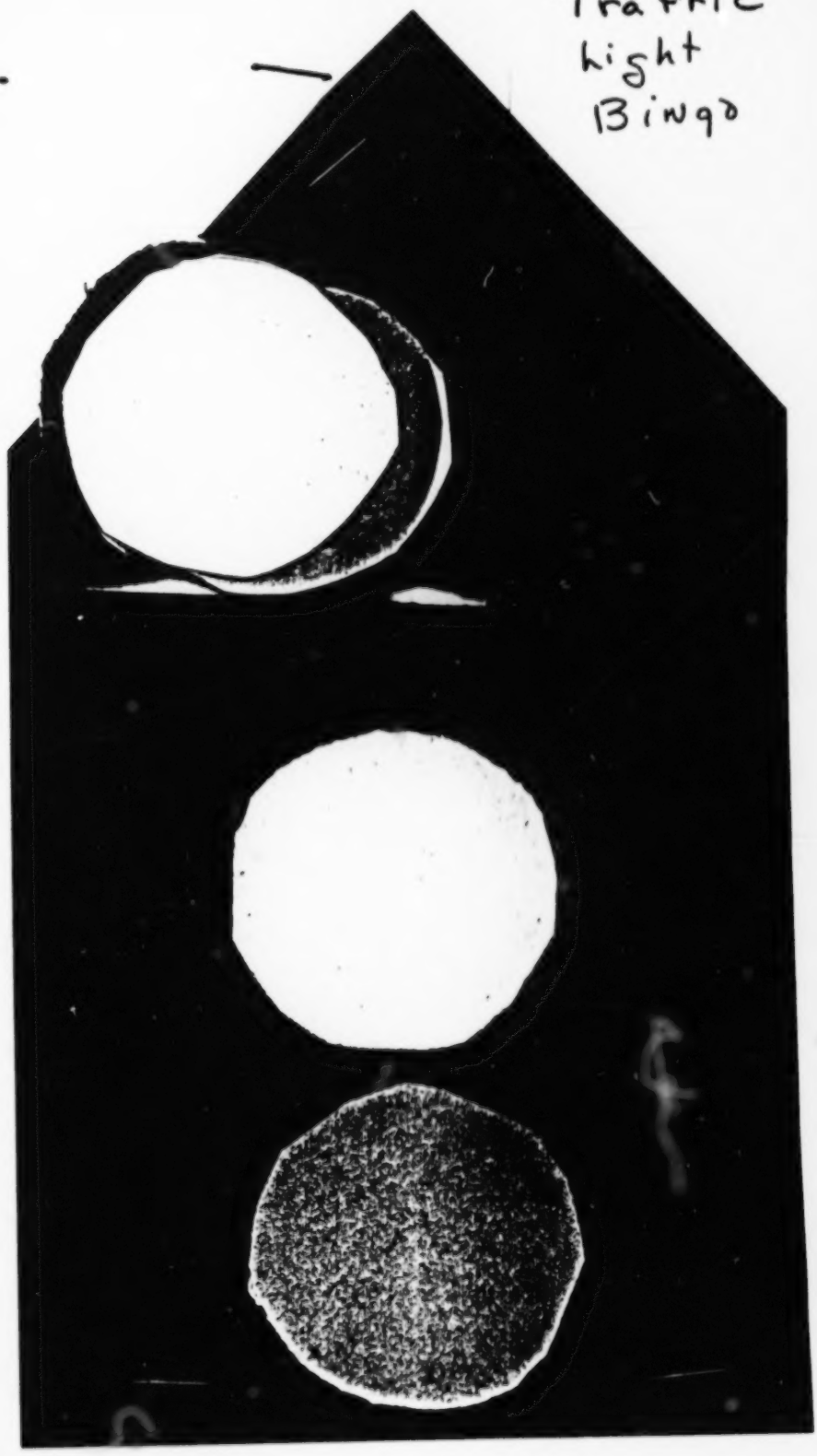
Although your children are to young to cross the street alone and still need a lot of adult protection, it is never to early to begin safety education. Practice good safety habits with your children. Take a walk, practice crossing the street. Talk to children about parking lot safety, always hold their hand and watch for backing cars. Remember your child learns from you by observation. So it is important for you to always use good safety habits such as crossing the street at a corner and waiting for the walk light. Keeping ourselves safe is a lifetime challenge. It is important that safety education and awareness begin early in life.



ART ACTIVITY

Car shapes, wheels, glue, large newsprint and crayons were at table to make traffic scene.

Traffic light Bingo



1 Traffic light for each child

lots of red, yellow, green circles

Play like Bingo

FINGER JELLO

1 package of Knox Geletin
1 Package of red jello
2 cups of hot water

stir and pour in a dish. Let harden and cut into shape.

POISON SKIT
Adapted from Cleveland Poison Center
Cleveland, Ohio

Puppets needed: Small boy
Large boy
Mother
Father
Poison Monster

Setting is home of James, who is three years old. James has a Mother, Father and big brother named Ralph.

Enter Poison Monster "Heh,Heh Heh I'm going to put poison all over this house, someone will surely eat it."

(Poison Monster puts a bottle of pretty pink pills on the floor.)

Enter James " What pretty looking candy . I'm going to eat .....

(Ralph comes running into the room.)

Ralph "NO! NO! James don't put those in your mouth. Those are pills, we don't eat pills. They will make you sick."

Poison Monster "Foiled again - I'm going to put cleaner in a bottle under the sink. That will get him."

(James was busy cutting and making designs with paper, he needed some glue. He goes over to the sink and looks into the cupboard.)

James "OH, OH look at this. I know I shouldn't play or drink this liquid. Its for cleaning. It will make me sick. I wonder how it got here."

Poison Monster "Foiled again, I'll get him this time. I'll put bug-killer in a soda bottle in the garage and leave the top off.

(James goes to get his bike out of the garage.)

James " I'm so thirsty! Oh look a bottle of soda. No I'd better not drink anything that doesn't have a top on it. I'd better bring it to Mom and ask her.

(James goes and find Mom.)

James "Mom, Mom look what I found in the garage!

Mom " Oh James, It's so good you didn't drink this. It has bug killer in it. You did the right thing by bringing it to me. We have to get rid of this Poison Monster and make our house safe.

(Dad enters room.)

Mom to Dad " George take this broom and sweep that Poison Monster out of the house forever. James and I are going to clean out the cupboards and put all poison up high on a shelf.

(Father takes the broom and vigorously sweeps the house.)

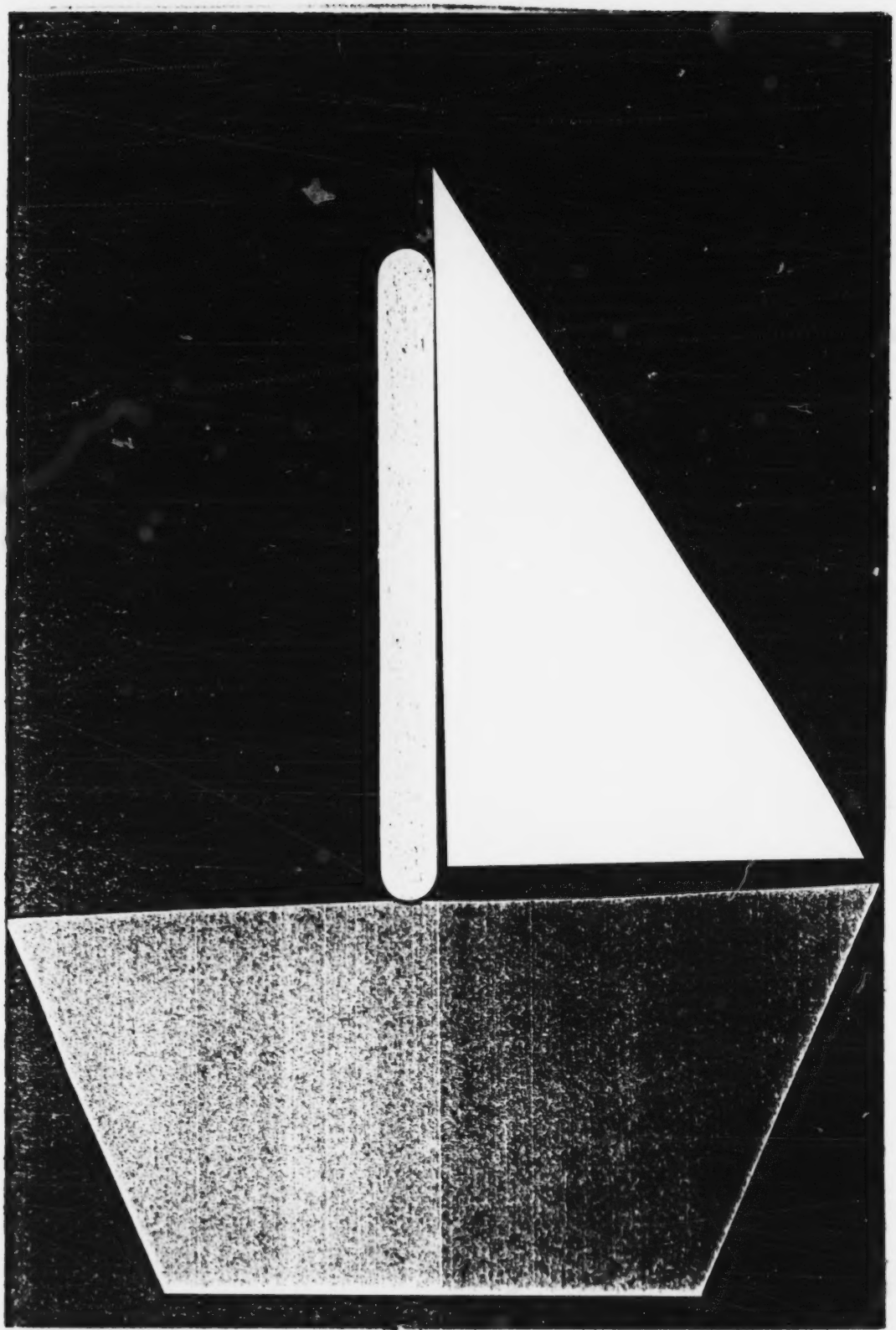
Poison Monster "Foiled again, I'd better leave. James and this family are to smart for me."

(Poison Monster leaves!)

SAFETY RULES

Water safety

1. Walk around pools.
2. Never swim alone.
3. Do not push or fool around near pools.
4. At the beach, swim near the lifeguards.
5. Wear sun lotion to protect you from burning.



35

MINI WORKSHOP FOR CAMP COUNSELORS

Approximately one hour

I. Concerns for the safety of Preschool children in a camp setting.
   A. Development of three, four and five year olds in regard to safety.
      1. Curious and want to experience everything.
      2. Most not very fearful.
      3. Does not understand the real issue of safety.
      4. Needs protection
      5. Active, usually runs instead of walking.
      6. Implusive, lack of reason.
      7. Big difference in the ability of understanding between the young three and five year olds.
   B. Walking from activity to activity.
      1. Awareness of group as a whole.
      2. Awareness of individuals.
      3. Procedures for walking children.
         a. Counselor in front and one in the back of the line.
         b. Walk off roads and streets.
         c. Extra care in parking lots.
      4. Stay away from lakes and ponds unless using for boating or fishing.
         a. Follow boating rules and water safety rules.
         b. Extra awareness of all children near the water.
   C. Pool
      1. Water safety instructors will go over pool rules.
      2. Help reinforce all pool rules.
      3. Watch group when they are in the water or at pool area.
   D. Rooms
      1. Awareness of each child and the activity in the room.
      2. Set up simple classroom rules based on the safety of the child.
      3. Children are not to be left alone at any time.
      4. Lunch time
         a. needs to be relaxing.
         b. children should sit in their seats while eating.
II. The writers safety curriculum.
   A. How can it be modifided or used for camp.
      1. Creative corners that work.
      2. Other books and records on safety.
      3. Water play activities
   B. Moving indoor activities outside.
   C. Community helpers who may get involved.
      1. paramedics
      2. police officers
      3. fire people
      4. pharmacists
   D. Camp trips to community safety centers.
      1. Police station
      2. Fire station
      3. Drug store
      4. Hospital

Questions about poison for review.

1. When do you take medicine?
2. What happens if you take to much medicine ... by yourself?
3. Do we drink everything we see in a bottle, even if its pink and pretty?
4. Are there poisonous plants in Florida?
5. Do we pick berrries off trees and bushes? Why not?
6. What should we put in our mouths?
7. What kind of poisons do we have that mom or dad uses for cleaning?